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This bibliography includes textbooks useful for the teaching of written skills in English as a second language to college and university students. The major emphasis of the texts listed is the teaching of writing but some contain material on reading as well. The first section contains only texts designed specifically for second language use. The second section contains texts prepared for native speakers of English but which have been used or seem useful for non-natives. The list has been prepared from materials known to the compilers, published reviews and listings in the ERIC system. Detailed information is provided for each text listed to give the reader an idea of its contents, purpose, level, and approach. Both sections of the bibliography are arranged alphabetically and no attempt has been made to recommend certain texts over others. (Author)

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An Annotated Bibliography of Materials for Teaching Advanced Written Skills in English as a Second Language

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August 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This bibliography includes textbooks useful for the teaching of written skills in English as a second language to college and university students. The major emphasis of the texts listed is the teaching of writing but some contain material on reading as well. The first section contains only texts designed specifically for second language use. The second section contains texts prepared for native speakers of English but which have been used or seem useful for non-natives. The list has been prepared from materials known to the compilers, published reviews and listings in the ERIC system. Detailed information is provided for each text listed to give the reader an idea of its contents, purpose, level, and approach. Both sections of the bibliography are arranged alphabetically and no attempt has been made to recommend certain texts over others.

While finding adequate materials for use in ESL classes is always a problem, no area is more difficult than that of the advanced college or university level student who needs work in writing and reading. The number of non-native speakers of English pursuing courses of study at American colleges and universities is increasing. Some of these students are enrolled at institutions which have long had special courses in composition and rhetoric for international students. But many can be found at smaller colleges which have no facilities for special classes. And still others, by no means an insignificant number, now choose to study at junior and community colleges.

The result is that foreign students frequently are placed in freshman English type classes with native English speakers. In addition, non-native students are frequently referred to the now popular "writing laboratories" operated by many colleges and universities. There the most common form of instruction is individual or small group oriented. Given such situations, it is often difficult for teachers or course supervisors to obtain information about published material which may be of use to them. It was with this problem in mind that we began a review of currently available texts. In addition to texts with which we were already familiar, we made use of reviews which have appeared in ESL oriented journals and listings in the ERIC system.

The bibliography is divided into two sections. The first contains 24 items, all of which were written specifically for speakers whose native language is not English. The second section contains 28 items which, although written for native speakers of English, seem to contain material useful for non-natives, especially in laboratory situations. In all cases pertinent bibliographic data is given as well as a description of the purpose and contents of the text. We have not, however, made any attempt to recommend certain texts.

Materials Designed for Non-Native Students

Allen, Robert L., Virginia F. Allen, and Margaret Shute. English Sounds and Their Spellings: A Handbook for Teachers and Students. New York: Thomas Y. Crowell Company, 1966. 104 pp. paperbound.
This spelling handbook is comprised of 40 lessons. Each lesson presents principles on sounds and spelling patterns (left-hand page) and examples illustrating those principles (right-hand page). The study begins with vowels and proceeds to consonants. Following the lessons are seven appendices (e.g., A Story-Picture Illustrating Regularly Spelled Words, Answers to Exercises, A Guide to Handwriting, Vowel Symbols Compared). The book, recommended as a reference tool in ESL courses, is based on materials presented in Robert L. Allen and Virginia F. Allen's Graded English, an intensive course designed for employees of the Caltex Pacific Oil Company in Rumbai, Indonesia.

Alt, Ruth Ruggles and Mary Louise Kirkland. Steps to Composition: A Pre-composition Workbook for Students of English as a Second Language. Washington, D.C.: Georgetown University Press, 1973. 322 pp. (perforated) paperbound.
This workbook is designed for intermediate and advanced ESL students. The materials have been tested in classes at Georgetown University in the Division of English as a Foreign Language. There are 30 chapters, beginning with Four Basic Sentence Types and ending with Writing Paragraphs. Other chapters consider adjectives, intensifiers, modal auxiliaries, sentence connectors, noun clauses, direct and indirect speech. The lessons include grammatical explanation, examples, exercises, and sometimes summary exercises. Contexts are broad and frequently international, appealing to the non-native student.

Arapoff, Nancy. Writing Through Understanding. New York: Holt, Rinehart and Winston, Inc., 1970. 230 pp. paperbound.
This book is meant for the advanced ESL student but probably not one who is a full-time college or university student. The text includes three sections: (1) Discovering Differences Between Speaking and Writing (Direct Address, Indirect Address, Factual Account); (2) Discovering Meaning Relationships in Writing (Cause-Effect, Clarifying and Comparing Relationships); (3) Discovering How to Summarize (Types of Summaries: Enumerative, Selective, Referential, Comparison-Contrast). The book is based on the precept that one learns to write by discovery; to facilitate discovery each lesson is presented in three parts: recognition (the student reads and compares two different written passages); understanding (the student answers questions and works exercises based on the two readings); use of discovery (the student writes, making changes in the written model based on the new discovery). Following each major section is a review, a list of questions to answer. Also, 16 perforated pages, that reproduce the writing models Arapoff has presented in each "read" part, are appended to the text.

Bander, Robert G. American English Rhetoric: Writing From Spoken Models for Bilingual Students. New York: Holt, Rinehart and Winston, Inc., 1971. 367 pp. hardbound.

This book, designed for advanced secondary, college and university students who have had previous training in English vocabulary and grammar, attempts to improve composition skills of students of English as a second language or dialect. It uses imitation and repetition to teach sentence structure, paragraph development, and style. There are 15 chapters beginning with the paragraph (considering unity, coherence, outlining), followed by methods of development--chronological, spatial, and analytical (realized by example, definition, cause and effect, comparison, contrast, logical division)--and essay writing. Generally the chapters include a model paragraph or composition (to be rewritten, altered, and finally imitated in free composition), Writing Discussion (presenting excellent examples from some well-known writers), Grammar Discussion, Punctuation Discussion, and exercises interspersed throughout. There are 81 exercises and eight appendices, the latter including such items as Uncountable Nouns, Rules for Punctuation, and Effective Rhetoric in a Student-Written Composition. The composition topics have been tested by the author in Italy, Thailand, and Saudi Arabia, and the text has been used in the English Language Institute at the University of Hawaii. Cassette tapes corresponding with the text are available with the Instructor's Manual.

Campbell, R. R. English Composition for Foreign Students. London: Longmans, Green and Company, Ltd., 1966. 166 pp. hardbound.

This book, first published in 1938, is designed for first-year university students and for students preparing for a university entrance examination. It contains ten chapters: Clear Writing; Co-ordinate Conjunctions; Subordinate Conjunctions and Clauses; Phrases; The Building Up of Sentences; The Building Up of Paragraphs; Sample Compositions; The Building Up of Compositions; Paraphrase; Precis, Notes, and Summary. A typical chapter format might include explanation, examples, notes, and exercises. The 29 exercises include some examples from established British writers such as Francis Bacon and John Keats.

Campbell, Russell N. and Maryruth Bracy. Letters from Roger: Exercises in Communication. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 140 pp. (perforated) hardbound.

This non-traditional writing book is based on ongoing correspondence with Roger, who is introduced in the Prologue as an American undergraduate student at Cambra University in Belcy, Vermont, USA. There are 12 letters, each followed by six parts: (1) Enclosures (including brochures, official forms, newspaper clippings, scholarly essays, folksongs, student compositions, cartoons, photographs, maps); (2) What Did the Letter Say? (offering questions for reading comprehension); (3) Composition Questions (presenting writing assignments that are typically one-page compositions); (4) Did You Notice? (focusing on selected points of grammar, vocabulary, spelling, punctuation); (5) Dictation (using passages

or sentences from the letter); (6) The letter from You to Roger (in which the student responds to Roger's letter by following an outline of suggested topics, expanding as he chooses). The contexts are broad and contemporary. The writers, who have used the book for two years, give detailed procedures for its use; they intend the book for low intermediate to advanced students.

Chaplen, Frank. Paragraph Writing. London: Oxford University Press, 1970. 74 pp. hardbound or paperbound.
This book is derived from one written for the intensive English course of the English Language Preparatory Division of the Middle East Technical University in Ankara. It is intended for upper intermediate to advanced level students. There are seven chapters: Introduction; The Good Paragraph; The Controlling Idea; The Topic Sentence; Support of the Controlling Idea; Dividing Long, Complicated Paragraphs; and The Implied Controlling Idea. The 29 writing assignments each consist of a model paragraph or essay, grammatical notes, and instructions for writing a paragraph. At least occasional use of a dictionary is recommended. Many of the examples are selected from sophisticated writings and have broad appeal; topics include science, geography, history, letter writing. Numerous diagrams and maps are provided to assist the student, and a ten-part appendix covering English Articles follows the text. The types of writing encountered include examination questions, reports of experiments and letters.

Danielson, Dorothy and Rebecca Hayden. Using English: Your Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 273 pp. paperbound.
This handbook-workbook is recommended as a main or supplementary text for foreigners. Although early sections stress oral language (questions, commands, requests), later units emphasize writing (clauses, complements, punctuation). Each of the 19 units offers examples, explanations, and minidrills plus cumulative exercises. There are some good paragraph writing exercises and composition assignments.

Doty, Gladys G. and Janet Ross. Language and Life in the U.S.A.: Communicating in English. 3rd ed. Vol. I. New York: Harper & Row, Publishers, 1973. 455 pp. paperbound.
This ESL textbook aims to assist the student in comprehending, speaking, and writing English. There are 15 lessons, each containing four parts: Prologue (a reading), From Pattern Practice to Free Expression, Pronunciation, and Assignments. The readings include such varied topics as "Imagination in Fact and Fiction," "The Settlement of the West," and "Rip Van Winkle." Preceding the lessons is an introduction on American English pronunciation, and following the lessons are a six-part appendix ("Forms and Uses of English Words and Structures") and workbook exercises (on perforated sheets) corresponding with the 15 lessons. The broad contexts appeal to ESL learners with differing native languages.

Doty, Gladys G. and Janet Ross. Language and Life in the U.S.A.: Reading English. 3rd ed. Vol. II. New York: Harper & Row, Publishers, 1973. 163 pp. paperbound.

This book is designed to be used in reading classes or in writing classes where reading is used as a model for composition. The 17 essays, aiming to give some understanding of life in the U.S., include such entries as "American Social Relations," "American Sports," "Religion in America," and "Political Parties in the United States." The graded materials stress sentence structure patterns, essay organization, and vocabulary. Each lesson contains word study, reading suggestions, reading and six-part exercises (comprehension of details, skimming exercise, vocabulary exercises, comprehension of grammatical structure, comprehension of main ideas and organizational pattern, and composition).

Dykstra, Gerald, Richard Port, and Antonette Port. Ananse Tales: A Course in Controlled Composition, Workbook. Columbia University: Teachers College Press, 1968. 164 pp. paperbound.

The exercises in this workbook correspond with the graded sequence of steps in the Ananse Tales basic study book, beginning with word relationships and progressing to sentence and paragraph additions. In each set of exercises (that include basic substitutions, transformations, and expansions) the student observes an example consisting of two sentences, generalizes about the difference between the two, applies the generalization to the exercise, verifies his answer by turning the page, completes more exercises, then receives grammatical terminology for the concept just studied. No previous knowledge of grammatical terminology is required, but the student acquires such knowledge through practical application. Principles covered include masculine/feminine pronouns, active/passive voice, simple/compound sentences, direct/indirect speech, verb tense, conditional form, and others.

Friend, Jewell A. Writing English as a Second Language. Glenview, Illinois: Scott, Foresman & Company, 1971. 136 pp. (perforated) paperbound.

This writing skills book includes 41 lessons in six units. Each unit contains an introduction that summarizes grammatical patterns and lexical items for the student to have mastered before beginning the unit, a sample paragraph, a comment to assist the instructor in explication, and a number of suggested writing exercises of differing degrees of complexity. The emphasis is on patterns of organization. Preceding each unit is a writing evaluation form for the student to use to check his work and for the instructor to use to grade the work. Appended to the text is a section called "Supplementary Reading for Writing Exercises"; each reading selection is followed by discussion questions and suggested topics for composition. The book is recommended for intermediate students who want to learn to write a short, logically developed paragraph, for advanced students who want to learn to write a sequence of short, well-structured paragraphs, and for remedial or more advanced students who are interested in improving their writing skills.

Jaramillo, Barbara L. Conventions in the Mechanics of Writing: A Language Laboratory Manual for Foreign Students. Pittsburgh: University of Pittsburgh Center for International Studies, 1973.
This set of punctuation materials was designed as a supplement to the writing course for intensive students in the English Language Institute at the University of Pittsburgh. The 30 lessons cover a wide range of punctuation topics including ellipsis, brackets, capitalization. The five reviews, presented in practical format such as a dialog or a business letter, plus the many examples and exercises are written in a foreign language context. Since a progress chart and answer key (p. 60) follow the text, minimal teacher supervision is needed.

Lawrence, Mary S. Writing as a Thinking Process. Ann Arbor: The University of Michigan Press, 1974. 204 pp. paperbound.
This writing textbook was developed in the English Language Institute at the University of Michigan. Designed for daily classroom writing and including exercises that encourage good exposition, its basis is the semantic, cognitive approach to writing. (The students reach concepts inductively, rather than through model paragraphs and essays.) The book has four parts: an introduction and three levels of exercises that move from controlled to free composition. Diagrams, charts, lists, maps, figures, and other data are provided to assist the student.

Mayes, Janet R. Writing and Rewriting. New York: The Macmillan Company, 1972. 410 pp. (perforated) paperbound.
This composition book is comprised of three units: The Whole Sentence (three chapters: The Whole Thought, Using Fragments--Attach Them to Whole Thoughts, Comma-splice and Run-on Sentences); When Ideas Become Complicated (three chapters: Special Pronoun Traps, What the Word "Awkward" Really Means, Have Faith in the Paragraph as a Unit of Thought, Turning a Paragraph into an Essay). Following the units are three appendixes (Punctuation, Some Dictionary Guidelines, Bibliographic "Answer" Section), a glossary, and an index of terms. Diagrams assist instruction. The book teaches the student how to self-edit by having him practice editing sentences and paragraphs. Exercises for editing include excerpts from some popular American writing and from much international writing: African, Afro-American, American Indian, Mexican, Puerto Rican, South American. (The exercises and examples were selected according to their appeal to students and teachers of various ethnic backgrounds.) Foreign students needing to improve reading and writing skills will find this book especially useful. Teachers seeking international material for teaching reading and writing will find the lengthy bibliography (147 entries) an excellent source of information. Both student and teacher will be excited by the fresh, non-academic tone that encourages editing of mechanics without stifling creativity.

Neustadt, Bertha C. Speaking of the U.S.A.: A Reader for Discussion. New York: Harper & Row, Publishers, 1975. 275 pp. hardbound.
This reader divides 21 chapters into seven sections: Libraries,

The American Government, The News Media, The Arts, Education and the Family, American Political Parties and the Election Process, Conclusion. The chapters generally include reading, vocabulary, vocabulary review, comprehension and thought questions, discussion and composition topics, assignments and exercises. Following section seven, a final section (eight) presents listening exercises corresponding to instruction in the preceding sections; these listening exercises contain dictation, listening comprehension, and comprehension questions. In addition to a bibliography, there are photographs, maps, and charts to assist the student.

Nichols, Ann Eljenholm. English Syntax: Advanced Composition for Non-Native Speakers. New York: Holt, Rinehart and Winston, 1965. 224 pp. hardbound.

This textbook is designed for the university ESL student trying to write good exposition. There are three parts: English Syntax (four chapters: Syntactical Classes; Sentence Patterns; Constructs; Style and Structure); The Paragraph (two chapters: The Paragraph Unit and Model Paragraphs); The Essay (six chapters: Introducing the Long Paper; Describing an Operation; Analyzing and Evaluating; Paraphrasing and Summarizing; Analyzing Literature, Describing the Unusual; The Syntax of Poetic Prose). The examples and exercises (within and following each chapter) cover a wide spectrum of topics but are directed towards the foreign student. Although some traditional grammatical terms are used, the transformational-generative basis is evident. The materials have been tested in a one-quarter course.

Paulston, Christina Bratt and Gerald Dykstra. Controlled Composition in English as a Second Language. New York: Regents Publishing Company, 1973. 91 pp. paperbound.

This composition textbook is referred to as "Writing Laboratory" material. Sixty-five model passages are presented along with 122 steps for the student to follow in rewriting the passages. The student rewrites the model several times, each time following a different step. Each step has two parts: Situation and Assignment. Situation explains the setting and Assignment pays attention to a specific grammar rule. The materials are graded so that the student begins with guided writing and concludes with free composition. The models include excerpts from a variety of writers--James Joyce, Doris Lessing, Henry Miller, Benjamin Lee Whorf, Sir James George Frazer. Following the text are six appendices for reference (e.g., rewriting tenses, parallelism, reducing clauses to phrases).

Rand, Earl. Constructing Sentences. New York: Holt, Rinehart and Winston, Inc., 1969. 197 pp. paperbound.

This book, based on transformational-generative grammar, is designed for advanced foreign students and speakers of nonstandard dialects of English. There are 112 controlled drills presented in two parts: Compound or Conjoined Sentences and Complex or Embedded Sentences. The first sentence of each drill has stress-

pitch lines to aid the non-native learner. Chiefly, the student studies kernel patterns imitating and generating sentences. Since answers (to be masked) immediately follow each exercise, the material is useful for individualized instruction.

Robinson, Lois. Guided Writing and Free Writing: A Text in Composition for English as a Second Language. New York: Harper and Row, Publishers, 1967. 216 pp. paperbound.
This writing textbook, based on transformational-generative grammar, contains 12 sections: The Simple Present and the Progressive Present Tenses; The Articles; The Past Tense; Adverbial Clauses and the Progressive Past Tense; The Past Perfect Tense; The Modals; The Present Perfect Tense; The Reporting of Conversation: Indirect Statements, Indirect Questions; The Passive Voice; Gerunds and Infinitives; Relative Clauses; and Comparisons. Each chapter includes grammatical explanations and exercises in pattern practice writing followed by free writing exercises based on the previous model. Appended to the text is a reference section comprised of the following: Directions for the Term; A Checklist for Written Work; Directions for Rewriting; Punctuation; The Writing of Capitals and Numbers; Spelling Rules; The Principal Parts of Irregular Verbs. There is also an index.

Ross, Janet and Gladys Doty. Writing English: A Composition Text in English as a Foreign Language. 2nd ed. New York: Harper and Row, Publishers, 1975. 268 pp. paperbound.
This textbook, based on transformational-generative grammar, has 16 chapters in two parts: Writing in Grammatical Patterns and Writing in Rhetorical Patterns. The student progresses from sentences to paragraphs to compositions to essay tests to the research paper. There are writing exercises at the end of each chapter and useful charts and lists throughout. Following the text is a 30-page appendix in two parts: Charts of Selected Grammatical Points and Conventions in the Mechanics of Writing. The book covers a variety of topics but seems especially appealing to the foreign student.

Rutherford, William E. Modern English. 2nd ed. Vol. I. New York: Harcourt Brace Jovanovich, 1975. 349 pp. (perforated) paperbound.
This first volume is one of two volumes making up the 2nd edition or revision of the 1968 book Modern English: A Textbook for Foreign Students. Volume I teaches English speaking and writing fundamentals (while Volume II extends those skills). There are 15 units, each presenting instruction and practice in grammar, sound and spelling, word formation, reading, and writing. A typical chapter might include the following sequence of sections: Dialog, Vocabulary, Questions, Dialog Variation, Sound Patterns, Speech Act, Dialog Improvisation, Reading, Vocabulary, Questions, Synonymous Sentences, Word Range, Compounds, Restatement, Reading Improvisation, Dictation, Writing Exercises, Compounds, Restatement, Dictation. Grammar is often presented with reference to social situations and most exercises are contextual. The

numerous writing exercises are varied to include controlled sentence patterns as well as free paragraph composition. An Instructor's Manual accompanies Volume I.

Saitz, Robert L. and Donna Carr. Selected Readings in English: For Students of English as a Second Language. Cambridge, Massachusetts: Winthrop Publishers, Inc., 1972. 136 pp. paperbound.
This book presents 12 broadly-ranged, contemporary readings, displaying a variety of writing patterns (narration, description, process, and argumentation) and rhetorical techniques. Each selection is followed by exercises on vocabulary, comprehension, word formation and stress, plus reading and writing. The writing exercises may require the rewriting of a paragraph (e.g., changing tense); or a paraphrase, summary, or rhetorical analysis of the original; or the writing of an original composition (following a suggested topic sentence). The book is a useful writing supplement.

Whitten, Mary E. Creative Pattern Practice: A New Approach to Writing. New York: Harcourt, Brace & World, Inc., 1966. 277 pp. (perforated) paperbound.
This writing book presents ten chapters in three parts: Forms in English (including four chapters: Agreement, Using Verb Forms, Using Pronouns, Using Modifiers); Structures in English (with two chapters: Phrases and Sentences, Paragraphs); A Self-Teaching Review of Grammar (with four chapters: Verbs, Nouns and Noun Substitutes, Modifiers, Relators and Expletives). The chapters contain examples, explanations, and exercises--ranging from pattern practice to transformation and imitation of models. (Part three, designed for individualized study, includes Quick Quizzes.) Model paragraphs are excerpts extracted from sophisticated writing.

Materials Designed for Native Students

Brown, Marion M. Learning Words in Context: A Workbook for Building Vocabulary. 2nd ed. New York: Chandler Publishing Company, 1974. 215 pp. paperbound.
This vocabulary book has, in addition to an introduction and a conclusion, six chapters: Learning to Use the Dictionary Diligently; Nouns; Verbs; Adjectives; Adverbs; Learning About Work Families. The major part of each chapter is exercises, which are immediately followed by an answer key. Following each chapter is an exercise review. Approximately 400 words (frequently found in college freshman texts) are presented in context--first in sentences, then in paragraphs.

Cain, Thomas H. Common Sense About Writing. Englewood Cliff, New Jersey: Prentice-Hall, Inc., 1967. 157 pp. hardbound.
This practical guide to writing presents nine chapters: How Good Writers Learn: A Self-Improving Method; How the Greeks Wrote

Orations; Invention: What to Say; Disposition: Where to Say It; Expression: The Paragraph Is the Basic Unit; Expression: The Beginning and the End; Expression: Style and Sentences; Expression: Words, Words, Words; Revision: Where Good Papers Are Made. Each chapter includes lively instruction, excellent examples, and a useful summary. Following the text is an appendix listing and defining typical errors in undergraduate writing.

Carter, Burnham, Jr., Dean Doner, and Charles Green. The Writing Laboratory: 25 Lessons in Basic Grammar. Atlanta: Scott, Foresman and Company, 1964. 120 pp. (perforated) paperbound.
This classic writing laboratory text (first copyrighted in 1933) presents 24 lessons: 12 punctuation problems and 12 grammar problems, preceded by a diagnostic test. The exercises, offered in essay form, frequently use a college context. As a supplement to theme writing the book has been tested in the Purdue University Writing Laboratory and is a basic composition workbook for foreign students in the Texas A&M University Writing Lab.

Casty, Alan. Building Writing Skills: A Programmed Approach to Sentences and Paragraphs. New York: Harcourt Brace Jovanovich, Inc., 1971. 273 pp. paperbound.
This workbook is divided into 12 chapters and two parts: (1) Building Sentences (Verbs and Conjugations; Subjects and Prepositions; Coordination and Independent Clauses; Single-Word Modifiers; Phrase Modifiers; Clause Modifiers; Building Sentences with Coordination and Subordination); (2) Building Paragraphs (Sets and Levels of Abstraction; Topic Sentences; Paragraph Development; Paragraph Organization; Paragraph Coherence). The chapters contain informative introductions and study questions with answers to be masked. The study sections are followed by a checklist of main topics covered. At the end of each chapter is a set of review exercises with an answer key to them at the end of the book.

Conlin, Mary L. Concepts of Communication Writing: Writing Skills Module, Summary Module, Paragraph Module. Boston: Houghton Mifflin Company, 1975. 364 pp. spiral paperbound.
This workbook contains 16 units in three parts: Writing Skills Module (Overview, Words, Sentences, Punctuation, Conventions, Spelling, Vocabulary, The Writing Skills Tasks); Summary Module (Overview, Writing a Summary, Essays to Summarize, The Summary Tasks); Paragraph Module (Overview, Writing an Independent Paragraph, Assignments, The Tasks of the Single-Paragraph Composition). There are 39 chapters (tasks) in the combined units, and each chapter is followed by a summary and exercises (worksheets). The book is especially useful for individualized instruction.

Conlin, Mary L. Essay-Test Module. Boston: Houghton Mifflin Company, 1975. 134 pp. (perforated) paperbound.
Using excerpts from textbooks on various subjects, this book

teaches students how to answer essay questions on tests. The text includes five units: Overview, The Single-Paragraph Essay-Test Response, The Multiparagraph Essay-Test Response, Practice Responses, The Essay-Test Response Tasks. Appended to the text is an Index of Tasks. The book, designed for individualized instruction, focuses on reading and writing skills.

Conlin, Mary L. Theme Module: Concepts of Communication Writing. Boston: Houghton Mifflin Company, 1975. 105 pp. paperbound.
This workbook is comprised of five units: Overview, The Theme-Writing Process, Writing a Theme, Theme Subjects, The Theme Tasks. Some units include a summary, and all units are followed by assignments or exercises (worksheets). An Index of Tasks is appended to the text.

Gallo, Joseph D. and Henry W. Rink. Shaping College Writing: Paragraph and Essay. New York: Harcourt, Brace and World, Inc. 1968. 137 pp. hardbound.
This basic composition text focuses on the paragraph as a mini-essay, stressing unity, development, and coherence. The seven chapters move progressively from the topic sentence to the multi-paragraph essay. A good summary and exercises follow each chapter, and in later chapters diagrams are used. The examples and exercises cover a wide range, from local Bay Area references to international topics, thus appealing to non-native as well as native students. The materials were class tested at De Anza College and have been used by the writers in classes at Foothill College.

Jacobus, Lee A. Improving College Reading. 2nd ed. New York: Harcourt Brace Jovanovich, 1972. 312 pp. paperbound.
This reader presents forty lessons in five sections, grouped according to increasing difficulty. Each lesson includes a reading selection and exercises testing retention, comprehension, and vocabulary. Reading selections, reprinted as originally written, include such diverse entries as "Moscow Subways: Clean, Arty," "Ice Racing: Frantic Fun," "The Louvre on the Move," "Jack Armstrong is Dead." After each lesson the student can measure his progress using a chart at the end of the book. Also appended to the text are charts for measuring progress in retention, vocabulary skill, inferential and completion questions and reading speed in words per minute. Although basically a reading text, it can be also used as a basis for work on writing.

Jones, Alexander E. and Claude W. Faulkner. Writing Good Prose: A Structural Approach to Writing Paragraphs and Themes. 2nd ed. New York: Charles Scribner's Sons, 1968. Paperbound.
This composition workbook moves in three chapters from independent clauses (e.g., linking devices) to paragraphs to themes (including outlining, introductory and concluding paragraphs, and patterns of body development). The 156 pages of text include numerous diagrams and examples plus nineteen complete themes. Following the text are 43 sets of exercises and three examinations. Finally, an appendix summarizes punctuation usage and mechanics. The 1961 edition is similar to this second edition.

Jupp, T.C. and John Milne. English Sentence Structure: An Introductory Course in Analysis and Construction with Examples and Practice. London: Heinemann Educational Books, 1968. 207 pp. paperbound.

This textbook, based on transformational-generative grammar, aims to teach the structural features of English and its grammatical terminology. There are 12 sections ranging from Parts of Speech and Sentence Patterns to Change of Function by Suffix and Change of Function with Change of Form. Since grammatical principles are taught inductively, the chapters offer less explanation and more exercises. In addition to the 197 graded exercises (moving from controlled practice to free composition) there is a final section with special exercises plus lists of irregular and auxiliary verbs. All the material has been tested and is recommended for university students in an introductory course, for teacher training college students, for adult learners, and for final-year secondary school students.

Kaplan, Charles. Guided Composition: A Workbook of Writing Exercises. New York: Holt, Rinehart and Winston, 1968. 247 pp. hardbound.

This workbook is based on the theory that one learns to write original composition through imitation. The 30 controlled writing exercises presented include 20 paragraphs and ten short essays. The book has two parts: (1) Model Paragraphs and Exercises (20 sections such as Comparison/Contrast, Definition, Refutation); (2) Model Short Essays with Exercises (ten sections such as Classification, Partition, Process). In most sections the student reads a model and completes five exercises that become progressively freer so that the fifth is an original composition. The contexts are varied to appeal to both native and non-native students. Following the text is a two-part appendix: Exercises in Diction and Usage and Exercises in Punctuation.

Kerrigan, William J. Writing to the Point: Six Basic Steps. New York: Harcourt Brace Jovanovich, Inc., 1974. 200 pp. paperbound.

This composition textbook, designed for community college and university students seeking writing competence, offers practical advice in 16 chapters. Along with instruction presenting the six steps (writing a sentence, writing three sentences about that sentence, writing four or five sentences about the previous three sentences or a theme, making that material specific, using transition between paragraphs, using transition between every sentence), there are chapters called Correcting the Paper, Review, Contrast, The Argumentative Theme, and Expression. Generally, the chapters provide explanation and a writing assignment.

Kunz, Linda Ann and Robert R. Viscount. Write Me a Ream: A Course in Controlled Composition. Columbia University: Teachers College Press, 1973. 61 pp. paperbound.

This composition book contains 61 separate writing exercises. The topics covered are non-literary and focus on problems in daily life which require English. As such it would be more useful for adult students in non-academic courses. Each lesson begins with a reading passage that is altered by the student in the writing exercise. Depending on the instruction, he may change voice or tense or number in the selection, or he may coordinate or sub-

ordinate clauses, or he may replace nouns with pronouns. Since a major aim is practice, the student may be asked to re-write or change one composition several times. The exercises are presented in a variety of contexts, including international. They are especially useful for individualized instruction, since accompanying the book is a 35-page supplement with answer key and additional information.

Leighman, C. Raymond. The Rhetory Club Handbook: Sentence Building, Paragraph Building, Essay Building. Beaumont, Texas: University Publications, 1973. 160 pp. paperbound.
This composition book, based on transformational-generative grammar, was prepared specifically for the writing laboratory. Chapters 1-13 cover sentences (e.g., kernel sentence, noun phrase, verb phrase, modifiers); Chapters 14-18 deal with paragraphs (e.g., four movements: chronological, spatial, inductive, deductive); chapters 19-22 concern essay writing (e.g., argumentation, summary); the final eight chapters deal with the term paper; finally, three appendices present a student-written argumentative paper, a list of reference books, and more than 50 worksheets. Thus, about two-thirds of the book is lucid text and the other third pertinent exercises. The book, written by the Director of the Texas A&M University Writing Lab and accompanied by a series of tapes corresponding to the chapters, is used by both native and non-native students there.

Lefevre, Helen E. and Carl A. Lefevre. Writing by Patterns. New York: Alfred A. Knopf, Inc., 1965. 280 pp. (perforated) paperbound.
This writing textbook is obviously based on transformational-generative grammar. A thorough introduction encourages linguistic awareness, defines some T-G terminology, and explains four subsystems of English: intonation, sentence patterns, structure words, and word-form changes. Following the introduction are ten chapters: Common Sentence Patterns; Pattern Transformations and Inversions; Structure Words; Word Classes and Word-Form Changes; Expansion of Work Groups; Substitutions; Programmed Review of Common Sentence Patterns, Expansions, and Substitutions; Working with Compound Predicates and Compound Sentences; Practicing Patterns That May Present Punctuation Problems; Developing Variety and Interest in Sentence Structure. Each chapter offers explanations, examples, and lengthy exercises (85 separate sets). Non-native students will find the exercises, as well as the introduction, useful and relevant. One limitation of the text is that it only deals with the sentence level and does not treat paragraphs.

Loewe, Ralph E. The Practical Writer. New York: Harcourt, Brace & World, Inc., 1968. 175 pp. paperbound.
This college-level writing textbook focuses on exposition, teaching the fundamentals of paragraph and theme writing. There are ten chapters: Good Writing is Highly Organized; The Model Paragraph; Outlining Other People's Paragraphs; Elements of Outlining; How to Pass Essay Tests; How Good Are Your Words?; What's a "But"?;

Limiting and Expanding Subjects; Expanding the Model Paragraph; Writing the Brief Theme. Following the chapters are two collections of readings (for chapters five and ten). A typical chapter includes attention-getting instruction, fresh examples, a summary, and either exercises or suggested assignments. Used with the Student Key (which provides short answers, outlines, paragraphs, and themes), the book can be an effective writing laboratory text. The materials have been taught at Cuyahoga Community College.

Loewe, Ralph E. The Writing Clinic. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 265 pp. (perforated) paperback.
This textbook begins and ends with a diagnostic test. Although emphasis is on sentence writing, paragraph writing is interspersed throughout. The book teaches three basic sentence types (simple, compound, complex) using three sentence parts (subjects, verbs, conjunctions) and eliminating less important elements (gerunds, linking verbs). Grammatical theory is minimized while photographs, cartoons, poems, and essays assist the student. There are self-quizzes within each chapter and an answer key at the end of each. The Preface suggests that the lessons were tried at Cuyahoga Community College (p. ix).

Maroon, John L. Writer's Review: A Manual for College Writers. Glenview, Illinois: Scott, Foresman and Company, 1968. 241 pp. (perforated) paperback.
This textbook, based on traditional grammar, emphasizes sentence, paragraph, and theme structure. The 18 chapters are separated into five parts: The Sentence; Punctuation; The Organization of the Sentence; The Right Word to Use; and Writing Effective Themes. Often at the end of each chapter appears a summary, and always there are exercises. The book contains 215 pages of pedestrian text (including 100 suggested theme topics) plus four appendices: Pronouns, Capitals, Spelling, and Diction.

Mills, Helen. Commanding Sentences: A Charted Course in Basic Writing Skills. Glenview, Illinois: Scott, Foresman and Company, 1974. 324 pp. paperbound.
This sentence-writing workbook, designed for individualized instruction, includes nine units of sequential lessons: Sentence Patterns; Modifiers; Sentence Patterns; Coordination; Pronouns and Subject-Verb Agreement; Subordination; Sentence Inversion; Punctuation/Capitalization; and Point of View, Parallelism, Editing. Each lesson contains exercises and answers, and each unit is followed by exercises (X-tras). Appended to the text are an answer key and a scoring chart.

Ostrom, John Ward. Better Paragraphs. San Francisco: Chandler Publishing Company, 1961. 60 pp. paperbound.
This writing book, based on traditional grammar, includes seven chapters: Paragraph Unity, Sentence Unity, Basic Materials of Paragraph Development, Paragraph Coherence, Sentence Coherence, Complex Types of Paragraph Development, and The Writer's Attitude Toward His Material. Each chapter gives thorough explanation,

models for example, and pertinent exercises. Many examples are of international interest. Charts and lists aid the student, plus an appendix--a list of 70 topics for paragraph writing--follows the text.

Roberts, Paul. Understanding English. New York: Harper & Row, Publishers, 1958. 508 pp. hardbound.
This freshman English text, based on transformational-generative grammar, presents 32 chapters: Something to Begin With, Something About Language, Something About English, Something About Writing, How We Learn to Speak, How We Learn to Write--If We Do, Sound and Letters, How Do You Spell Ghoti?, Something That Ends With a Period, Grammarian's Funeral, Word Classes in English, Sentence Patterns, Expanding the Patterns, Immediate Constituents and Sentence Modifiers, Combining the Patterns, Intonation, Punctuation--Laws and Lawmakers, Punctuating Expanded and Combined Patterns, Punctuating Sentence Modifiers, Dots and Dashes, Speech Communities, Writing Communities, Split Infinitives and Such, Slang and Its Relatives, A Lot of Latin and Some Greek, How to Find Fault with a Dictionary, How to Say Nothing in Five Hundred Words, Paragraphs and Logic, Facts and Fancy, Finding the Facts, The Difference Between Plagiarism and Research, Ibid. and Op. Cit. The chapters present explanation--linguistically and historically-oriented instruction--and a series of suggested writing assignments. In addition to the helpful annotated bibliography provided in the Preface, there are also useful charts, lists, and diagrams within the text. The book appears to be a good reference tool.

Romine, Jack S. Mastering College English: Reading and Writing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967. 227 pp. (perforated) paperbound.
This book, designed to prepare the college-bound student for freshman English, is divided into two parts: Writing and Reading. Writing contains seven chapters: The Elements of Sentence Construction; Obtaining Sentence Variety; Common Errors to Avoid; Capitalization; Punctuation; Spelling; The Theme and the Paragraph. There are 37 drills within and following these chapters. Reading includes 11 thematic sections with readings from Norman Cousins, Shirley Jackson, John Crowe Ransom, W. H. Auden, E. B. White, George P. Elliott, S. I. Hayakawa, and others. Generally each reading selection is followed by three sections: vocabulary; comprehension of form and content; and writing suggestions.

Schwab, William. Guide to Modern Grammar and Exposition. New York: Harper & Row, Publishers, 1967. 362 pp. hardbound.
This writing guide is based on transformational-generative grammar. Following an introductory chapter, which presents language as speech and its relationships to writing, there are 25 chapters in four parts: From Sentence to Discourse (including chapters on Basic Patterns, Prepositional Phrases, Relative and Subordinate Clauses, Conjunctions, Nominalization, Sequence Markers); Research Techniques and Resources (including chapters

on Documentation, Revision, The Library); Mechanics (with chapters on Punctuation, Spelling, Sentence Structure); Style (including chapters on Diction, Sentence Economy, Sentence Variety). A typical chapter presents explanation, examples, summary, and exercises. Many of the examples and exercises are excerpts extracted from sophisticated prose. Although the book appears to be designed for the undergraduate native student of composition, the non-native student would also find it useful.

Shurter, Robert L. and James M. Reid, Jr. A Program for Effective Writing. New York: Appleton-Century-Crofts, 1966. 325 pp. paperbound.

This programmed-instruction workbook, designed for the beginning college writer, has three parts: (1) Clarity, Conciseness, Force (ten chapters: Five Qualities of Effective Writing, Words Commonly Misused, Unnecessary Words and Indirect Phrases, Putting Verbs to Work, Active Sentences, Modifiers, Subordination, Parallelism, Links, Being Specific); (2) Appropriateness (five chapters: The Informal Style, Connotation, Similes and Metaphors, Special Effects, Review); (3) Organization (two chapters: Putting the Paragraph Together and Paragraphs of Support). Each chapter begins with an epigraph, followed by explanation, exercises, and answers. Also, some diagrams are provided. The materials, based on traditional grammar, were tested with college-bound seniors at Oceanside Senior High School and with college freshmen at Case Institute of Technology.

Sullivan, Kathleen E. Paragraph Practice: Text and Exercises in the Topic Sentence, the Paragraph, and the Short Composition. 2nd ed. New York: The Macmillan Company, 1967. 143 pp. paperbound.

This workbook, emphasizing organization, provides paragraph, sentence, and composition models plus writing exercises. Following the introduction is a three-part text: Writing Topic Sentences (two chapters: The Topic Sentence and Practicing the Topic Sentence); Practicing the Paragraph (three chapters: Elementary Problems of Form and Organization, Advanced Problems of Form and Organization, Problems of Variety and Imagination); and Writing the Short Composition (four chapters: The Short Composition, The Thesis Sentence, Practicing the Thesis Sentence, Practicing the Short Composition). The five appendices following the text include Appearance and Form of the Submitted Paper, Correction Symbols, Paragraph Evaluation, Composition Evaluation, and 300 Words Most Frequently Misspelled. There are useful models, figures, and summaries throughout.

Tufte, Virginia. Grammar as Style. New York: Holt, Rinehart and Winston, Inc., 1971. 280 pp. hardbound.

This volume, recommended as a college textbook or as a self-help book, stresses syntactic structure and stylistics. There are 16 chapters: The Relation of Grammar to Style: Kernel Sentences; Noun Phrases; Verb Phrases; Adjectives and Adverbs; Prepositions; Conjunctions and Coordination; Dependent Clauses; Sentence Openers and Inversion; Free Modifiers: Right-Branching, Mid-Branching, and Left-Branching Sentences; The Appositive; Interrogative, Imperative, Exclamatory; The Passive Transformation; Parallelism; Cohesion; Syntactic Symbolism: Grammar as Analogue.

The chapters include explanations that are supported by more than a thousand excellent examples of contemporary prose. Following the text is a lengthy bibliography. A separate workbook, Grammar as Style: Exercises in Creativity, can be used with the book.

Willis, Hulon. The Art of Composition: Structural Grammar and Composition, Form B. New York: Holt, Rinehart and Winston, Inc., 1970. 330 pp. (perforated) paperbound.

This composition text, based on transformational-generative grammar but retaining traditional grammatical terms, contains five interchapters and 26 regular chapters in three parts: The Art of Composing Sentences, Organization and Paragraph Development, and Conventional Usage. Each chapter presents explanation, examples, and exercises, and reviews with review exercises are given at intervals. The 1967 book called Structural Grammar and Composition is similar to this edition, Form B.